etc. The scheme of compulsory primary education could not be brought into force throughout the State, all at once. It may first be introduced in certain limited areas and then gradually extended. The Government should therefore bestow their thought to the question and take the necessarry steps without delay.

DEWAN'S REPLY: Mr. Eravi Govindan, the main theme of your speech is compulsory education. Compulsion implies disinclination. I have not been able to discover—and I do not think that any Dewan of recent years has been able to discover—that there is any want of inclination on the part of the people to seek education. If they nevertheless want compulsion, I daresay, the question of establishing compulsory education will have to be seriously considered ; but that will not be in the near future, because it will be an expensive business and the Government cannot afford the money at present and this too will have to become part of a large question for investigation in respect of the educational policy of the State.

88. Educational reform.

MR. CHACKO MATTHEW (*Member, Municipal Council, Changanachery*) said that Travancore was behind no other State either in the matter of elementary education or secondary or higher education. But the result of such education was not beyond apprehension. The main or the only reason for it was that the parents of children who had passed out of the Vernacular and English Schools could not find any employment for their children and the vacancy even of a peon's place somewhere attracted gangs of these educated youths. The educational system was at the root of the evil as it was purely literary and did not help its recipients to win their daily bread. The openings for those who passed out of the schools and colleges were also becoming more and more limited and the only course open to those who passed out of the Vernacular Schools was the teacher's profession which could not be expected to absorb even a small proportion of the successful candidates.

The educated unemployed was a political menace and, viewed from this standpoint, the future of Travancore was fraught with great danger. The modern education had also made the educated man unfit for agricultural pursuits. The lack of self-reliance even in the matter of satisfying one's own daily wants, communal rivalry and other evils flowed from the present educational system. The School Leaving Certificate had become a begging bowl in the hands of its holder. The time had come for the Government to look into the question and bring about a drastic change in the educational system so as to suit the altered conditions of the present day. Higher education might be made as costly as possible and elementary education, which the majority of people should have, should be combined with a practical course of training in such subjects as would afford a means of livelihood to the pupils after they leave the schools.

Up to the 4th class in Vernacular Schools, pupils should receive a practical course of instruction in agriculture as 80 per cent. of them were the children of agriculturists. Each school should have at least 50 cents of ground attached to it for demonstration purposes. The number of schools which imparted instruction in agriculture, weaving and other technical subjects should be increased and the number of schools where purely literary subjects were taught reduced. It was also necessary to limit the period of training in these schools to a minimum and the curricula should be fixed with a view to the after-life of the pupils. The available land fit for registry should be divided into blocks of four or five acres each and the pupils who passed out of these schools should be settled on these lands, the necessary loans and other facilities for agriculture being given to them. The policy of sale by auction of *puduval* lands should even at the risk of fall in revenue be abandoned.

A committee of officials and non-officials should be appointed to go into the question of unemployment and the report of the committee should be adopted after ascertaining the views of the public by publishing the report for public criticism.

DEWAN'S REPLY: Mr. Chacko Matthew, in respect of all these wide issues raised, I can only refer you to my address.

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